

460-539 Professional Contexts (Early Years)

Credit Points:	6.25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	Parkville, On Campus
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 62.5 hours total commitment
Prerequisites:	460-535 Professional Practice & Seminar (EY)
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Subject Overview:	<p>This subject investigates socio-political contexts of schooling and the changing roles and responsibilities of teachers in complex and diverse school communities. The professional identity of teachers will be explored in relation to professional standards, legal and ethical responsibilities, organisational structures and processes, curriculum frameworks, collaborative practices, and professional growth. Issues around social justice, equity and global citizenship will be investigated. There is strong emphasis on professional dialogue with peers and critical reflection for personal self evaluation and identifying one's professional learning needs.</p>
Objectives:	<p>On completion of this subject teacher candidates will be able to:</p> <ul style="list-style-type: none"> # Articulate and explain the professional, legal and ethical responsibilities of teachers; # Understand socio-political factors impacting education communities and the implications for organisational structures and processes, and curriculum; # Critically reflect on their own beliefs, practices and professionalism.
Assessment:	<p>There is 1 assessment task: A portfolio with evidence of critical reflection (equivalent to 2000 words) due end of semester (100%).</p>
Prescribed Texts:	Collection of readings
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject teacher candidates will have the knowledge, skills and understanding to enable them to :</p> <ul style="list-style-type: none"> # Discuss the intellectual, social, cultural and psychological aspects of their work as teachers and synthesise theory and practice; # Understand and enact their legal responsibilities and contribute responsibly to the integrity of their profession; # Work effectively with other professionals, parents and members of the broader community; # Evaluate and use constructive criticism of their own values and practices in relation to their professional learning needs; # Promote the profession of teaching in the wider community.

Related Course(s):	Master of Teaching (Early Childhood)
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